

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Commission on Public Schools

**Report of the Visiting Team for
East Hartford High School**

East Hartford, CT

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School and Community Summary

School and Community Summary

The town of East Hartford, population 51,252, is a medium-sized town located directly across Hartford, Connecticut, on the eastern bank of the Connecticut River. Originally founded by Thomas Hooker as a part of Hartford, it was first settled around 1640. In October 1783, East Hartford was separated from Hartford and received its town Charter from the State of Connecticut.

Spanning 18 square miles, the town of East Hartford is composed of a mix of neighborhoods, low-income housing, and industry, and most famously, Pratt & Whitney, a United Technologies Company. According to data collected in 2016, the highest percentages of East Hartford's residents are employed in the areas of manufacturing (16 percent) and retail (13 percent). Demographically, the town's residents are very diverse--34.5 percent of residents are White; 32.5 percent are Hispanic; 27.2 percent Black, 4.7 percent are Asian; and 4.1 percent identify as being of "Two or More" races. Over 11,000 of its residents are foreign-born.

While Connecticut is the fourth richest state in the United States, the population of East Hartford largely reflects a struggling community. The median income of its residents is \$51,799, while the State's average is \$73,433, and the per capita income of the town is \$28,011 as compared to the State's average of \$43,056. With over 14 percent of families at or below the poverty line and 1.91 percent of town residents receiving temporary assistance for families in need (compared to the State average of 1.05 percent), East Hartford is among the poorest towns in Connecticut.

The town's limited financial resources have impacted the way in which East Hartford Public Schools are funded. According to the Office of Policy and Management, EHPS's per-pupil expenditure ranks 162nd out of Connecticut's 166 school districts. Over the past five years, the budget has not increased more than 1.1 percent. This time period includes a one-year increase of 0.28 percent or less than \$300,000 over the adopted budget for the prior year. Consequently, in order to close the budget gap that was created as a result of contractual, health benefits, special education, and school transportation increases, East Hartford Public Schools has continued to transfer the cost of staff salaries to state and federal grants. Funding for the schools is supplemented by over \$29 million secured through federal, state, and foundation grants. There are over four hundred ten (410) grant-funded positions in the district, which include administrators, teachers, and non-certified employees, making up one-third of the workforce.

Families who reside in East Hartford enroll their children in East Hartford Public Schools. The district proudly educates nearly 7,000 students in grades PreK-12 annually. The portfolio of schools includes an Early Childhood Learning Center (PreK 3 and 4), eight elementary schools (grades K-5), two middle schools (grades 6-8), two alternative programs (grades K-12 and 9-12), one inter-district magnet school, and one comprehensive high school, East Hartford High (grades 9-12). Demographic data for the district reflects a diverse student body-- 47 percent of the children are Hispanic; 32 percent are Black; 15 percent are White, 5 percent are Asian, and 1 percent identify as "Multi-Racial." All (100 percent) of the students qualify for free breakfast and lunch under the Community Eligibility Provision of the National School Lunch and Breakfast Programs. Of the nearly 7,000 students enrolled, 1383 of them have been identified as in need of special education services, and 935 of them are English Learners.

The population of East Hartford's students has changed significantly over time, both in makeup and in number. This can be attributed to two factors. First, through the 1980s, East Hartford was comprised of middle-income families whose adults were largely blue-collar workers, most of them at Pratt & Whitney. At that time, more than 75 percent of the students enrolled in the public school system were White. However, layoffs and corporate restructuring that occurred in the 1990s at United Technologies forced a number of stable, middle-class families out of East Hartford and its school system. A second factor that impacted district enrollment was the *Sheff v. O'Neill* lawsuit (1989). While the case focused on ensuring a quality education for Hartford students, the State's attempt to resolve this issue involved developing a large magnet school system for students living in the Greater Hartford area. The hope was that these schools would encourage racial integration by requiring their enrollment

to have 50 percent of the students from Hartford and 50 percent from surrounding towns. During the last two decades, Hartford, LEARN, and CREC built and opened over thirty new magnet schools, five of which were located in the town of East Hartford. Enticed by new buildings, state-of-the-art technology, aggressive marketing, and unique "themes," a significant number of families choose to enroll in the magnet school system each year. While the creation of a magnet school system resulted in improved integration for the families living in Hartford, it decreased the number of students enrolled in East Hartford Public Schools and placed a significant financial burden on the district, as it is required to pay over one million dollars annually in tuition for the children who enroll in magnet schools.

East Hartford High School (EHHS) serves as the comprehensive high school for the district. The school's enrollment is nearly 1,800 students, and its diversity reflects that of the school system-- 44 percent are Hispanic, 36 percent are Black, 14 percent are White, and 6 percent identify as Asian. Three hundred thirteen (313) students receive special education services, and 147 are English Learners (ELs). Similar to the district, EHHS has been impacted by a changing demographic. Up to 2008, EHHS enrolled approximately 2300 students.

Despite the challenges brought about by a changing population, the town's limited resources, and the magnet school system, East Hartford High School has a lot for which to be proud. The daily rate for teacher attendance is 94.5 percent, which demonstrates the faculty's commitment to the students. East Hartford High School is identified as a Category 2 school by the Connecticut State Department of Education (CSDE). The school's rating was increased from its initial rating of Category 3 in 2015 because EHHS improved its graduation rate to 94 percent while also increasing student performance on the SAT (state assessment for grade 11) and Advanced Placement tests. At the same time, EHHS decreased the percentage of students who are chronically absent from 16.1 percent to nearly 8 percent. Data collected on the Class of 2019 indicates that 88 percent enrolled in four-year or two-year institutions, while another 4 percent entered the military and 8 percent entered the workforce.

The students enrolled in East Hartford High School benefit from partnerships with local businesses, institutes of higher education, and a private foundation. The school has an agreement with Manchester Community College to offer articulated classes for which the students can earn credit at no cost. Similarly, students enrolled in UConn's Early College Experience (ECE) classes can receive college credit for earning a grade of C or better in a class offered at EHHS. The school also has an agreement with Asnuntuck Community College, which allows juniors and seniors who are interested in pursuing a manufacturing degree to take classes on campus toward a two-year degree. These students could go on to complete this degree, use the credits to enroll in a four-year university, or enter the workforce. As a part of its program of studies, East Hartford High School offers classes through the Academy of Finance (AOF). Students who take courses as a part of this program are able to participate in internships provided by AOF board members (e.g., Travelers, Aetna), receive professional mentoring, and qualify for college scholarships. Finally, East Hartford High School benefits from a unique partnership with the Dalio Foundation and its RISE Network. The RISE Network brings together educators from nine Connecticut districts to implement five key strategies that are designed to advance student outcomes around academic performance and college readiness. As a part of this relationship, teachers and administrators have participated in professional development, visited high-performing schools, and collaborated with one another to implement research-based strategies to support student success. Students have benefited from college visits, summer programming, and opportunities for student agency (e.g., Wishbone Project). As a part of its work with the Dalio Foundation, East Hartford High School has received significant funding to support the efforts made around these initiatives.

Students from East Hartford High School are recognized in a number of ways. Graduating seniors who rank in the top 20 of their class are honored at an annual dinner which allows them to invite former and current teachers, members of their family, and friends to celebrate their success. Students who earn a score of 3 or better on one or more Advanced Placement exams are also recognized at a dinner, and they are provided with a financial reward by Pratt & Whitney. The school holds an annual Awards Night each spring to recognize the academic achievements of students in all grade levels and also holds a Scholarship Breakfast to present students with financial awards they receive. Those who demonstrate potential in the areas of service and leadership (grades 10-12) are nominated by their teachers to participate in the school's Summer Leadership Institute. During this three-week period, they participate and develop leadership and communication skills, mentor younger students, practice for the SAT, and engage in mock interviews for jobs. While not inclusive of all of the ways in which students are recognized, these are a few examples of opportunities that the school uses to showcase "Hornet

Pride."

Core Values, Beliefs, and Vision of the Graduate

East Hartford High School's Mission Statement:

East Hartford High School brings together a diverse community in a safe, respectful environment where students **begin** the path to success in college and careers, **build** on their skills and talents, and **become** informed, responsible citizens.

East Hartford High School's Core Values:

Expectations Matter, Effort Matters, Competence Matters, Solutions Matter, Relationships Matter, and Results Matter

East Hartford High School's Vision of the Graduate:

Upon leaving EHHS, students will be able to THINK, COMMUNICATE, SERVE, ACHIEVE, ENGAGE, and REFLECT (see graphic - uploaded in "evidence" section of Part 2, Priority Area for Growth #1)

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
 - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
 - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
 - 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
 - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
 - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
 - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is composed of the Committee on Public Elementary, Middle, and High Schools (CPEMHS), and the Committee on Technical and Career Institutions (CTCI); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it shows continued progress addressing identified needs.

Preparation for the Accreditation Visit

Accreditation coordinators and a steering committee composed of the professional staff were appointed to supervise the school's Accreditation process which includes the self-reflection, the Collaborative Conference visit, the development and implementation of a growth plan, and the Decennial Accreditation Visit. At East Hartford High School, a committee of three members, including the principal, supervised all aspects of the Accreditation process.

Public schools seeking Accreditation through the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. In preparation for the decennial visit, schools are required to complete a Decennial Summary Report to inform the team about their progress since the time of the Collaborative Conference visit.

In addition, the professional staff was required to read and come to consensus on the summary report to ensure that all voices were heard related to the school's progress on their priority areas for growth.

The Process Used by the Visiting Team

A visiting team of six members was assigned by the Commission on Public Schools to conduct a Decennial Accreditation visit to East Hartford High School in East Hartford, Connecticut. The visiting team members spent four days conducting a virtual visit to the school; reviewed the self-reflection, Collaborative Conference report, and Decennial Summary Report documents; met with administrators, teachers, other school and system personnel, students, and parents; and visited classes to determine the degree to which the school aligns with the Committee on Public Secondary Schools' and Public Elementary and Middle Schools' Standards for Accreditation and the degree to which the school is making progress toward their identified priority areas for

growth as indicated in the school's improvement/growth plan.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement. The report also includes an analysis of the conceptual understanding, commitment, competency, and capacity (4Cs), which is a framework used to evaluate the school's ability for continuous growth and improvement as a learning organization.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of East Hartford High School.

Foundational Element 1.1a - Learning Culture

Foundational Element 1.1a

East Hartford High School provides a physically safe environment for all students and adults. Building safety includes an electronic fob system for staff, a security station in the main lobby that is manned throughout the day. A system is in place to track and log visitors to the building. The school has made various security improvements in recent years to maintain a safe environment. A cooperative relationship exists with the East Hartford Police Department with two full-time School Resource Officers stationed at the high school. A dedicated team of security staff assists with supervision and management of hallways and common areas of the school, ensuring students and staff movement in the building are monitored, while also helping to implement the school's ample safety and security protocols.

Additionally, East Hartford High School maintains policies and processes to ensure the safety of learners and adults. The school has committees that regularly meet to address safety concerns and review safety plans and procedures. The school has several teams for each grade level that work collaboratively to support students who are in crisis. These individuals work with students pre-emptively to provide them with social-emotional and behavioral supports prior to the situation escalating. Counseling services are available in a variety of formats and are accessible to all students. The mental health of students, as a support, is a priority at the school. All students participate in a comprehensive school counseling program that promotes a safe and positive environment.

Rating

Meets the Standard

Foundational Element 1.2a - Learning Culture

Foundational Element 1.2a

East Hartford High School has a written document that includes its core values, beliefs about learning, and vision of the graduate. Teachers and administrators at the school engaged in reflective activities as a part of reviewing its existing Student Learning Expectations (SLEs) as well as its mission, values, and core beliefs and used these to develop its vision of the graduate. The school's vision of the graduate was shared with the learning community in the summer of 2019.

The school's vision of the graduate is composed of six attributes that each student shall demonstrate before moving on to post-secondary opportunities. These six attributes are tied directly to well-established Student Learning Expectations, which are measured and reported by academic departments within the school. The six attributes and their associated SLEs are as follows: THINK (Solve Problems), COMMUNICATE (Communicate Clearly and Effectively), SERVE (Participate as Active Citizens in the Community), ENGAGE (Show Workplace Skills), REFLECT (Demonstrate Positive Living and Decision-Making Skills), and ACHIEVE (Begin. Build. Become). The school and district have expressed support for efforts in communicating the vision of the graduate to students and families, as well as expanding the alignment and implementation attributes to assessments in all academic areas.

Rating

Meets the Standard

Foundational Element 2.2a - Student Learning

Foundational Element 2.2a

East Hartford High School has a written curriculum in a consistent format for all courses in all departments across the school. The school has utilized a common template for the curriculum. The curriculum follows the Understanding by Design (UbD) model and includes units of study, guiding/essential questions, concepts, content, skills, instructional strategies, assessment practices, Bloom's higher order thinking skills, Webb's Depth of Knowledge, transferable skills, and necessary modifications for the school's diverse population. The school utilizes the district's virtual repository, Teach2020, to house the curriculum and assessments as well as instructional resources for teachers. The school revises the curriculum on an as-needed basis under the supervision of department supervisors, ensuring that the curriculum is a living document that supports the educational needs of all students.

Rating

Meets the Standard

Foundational Element 3.1a - Professional Practices

Foundational Element 3.1a

East Hartford High School develops a school improvement plan. The school's plan is rooted in the district's Theories of Action. The school has expanded its improvement plan to include elements of its Priority Areas. The goals and action steps were developed collaboratively within the school, and align with the district's improvement plan. The goals and action steps align with multiple programs, activities, departments, and processes at the school. The school reports and rates its progress made on the action steps as part of district-level accountability meetings three times per year. The school improvement plan plays a central role in developing, implementing, and assessing the effectiveness of programming for all students.

Rating

Meets the Standard

Foundational Elements 4.1a - Learning Support

Foundational Elements 4.1a

East Hartford High School has intervention strategies in place that are designed to support all students. At the school, students receive appropriate intervention strategies to support their academic, social, and emotional success. The school follows the district model for implementing Scientific Research-Based Interventions (SRBI) so that it can systematically address student needs in the area of reading, math, and behavior through tiered interventions. The school has recently implemented the use of individual student success plans, along with the Data Dashboard, as a systematic approach to maintain strategies for students' individualized needs as they progress towards graduation and post-secondary plans. Most intervention strategies have a systematic process to refer, enroll, and monitor student progress. To ensure the continuum of services, the school utilizes a grade level looping system to track and meet the students' various needs. The cohorts stay with their House Teams which include an assistant principal, two school counselors, a social worker, and a behavior manager for a three-year cycle. Curriculum-based assessments provide insight for designing interventions for students as well as guidance for course selections.

At East Hartford High School there is a variety of Tier 1 strategies that are implemented throughout the school so that all students receive high-quality instruction in the general education classroom. Academically, students have access to the following supports: after-school help with individual teachers, Math Lab, and Scholar Hour. The school provides all students with access to a social-emotional learning curriculum through weekly advisory meetings, known as Connections. The school has a well-established Freshman Academy to support the transition of students as a part of its Tier 1 program. Grade level teachers also engage in the "Kid Talk" protocol, in which teachers identify and discuss students who are not demonstrating success and identify strategies to support them.

East Hartford High School provides help for students who require more intervention strategies through its Tier 2 program. Academic interventions include Academic Focus time and co-taught classes in English for grades 10, 11, and 12; Biology; U.S History; Geometry; and Algebra I and II. The "Lunch Box Recovery" intervention allows students who are behind or struggling to complete makeup work and missed tests and quizzes and receive extra help. Tier 2 interventions for social supports include peer mediations, Big Hornet/Little Hornet pairings, and Youth Services programming. Students needing Tier 2 emotional interventions benefit from daily check-ins with a member of the House Office team, e.g., a social worker, school counselor, or assistant principal; home visits; or an invitation to a specific support group facilitated by a professional who works in the Student Assistance Center (SAC).

Tier 3 academic interventions are often delivered to individuals or in small groups (3:1) by teachers, tutors, interns, and paraprofessionals in all content areas. Monthly Intervention Meetings (MIM), attended by all grade-level support staff, serve the purpose of first identifying students in need of Tier 3 support and then developing highly individualized action plans that are implemented and continually monitored. Academic Tier 3 interventions include the STEP program, which is a small learning environment that allows students to focus on improving academics and their behavior; 1:1 tutoring; and homebound instruction. Tier 3 interventions for those in need of social and emotional supports include regularly scheduled 1-1 sessions with a social worker; participation in the Behavioral Intervention Recovery, which is an in-school education opportunity offered in lieu of an out-of-school suspension; and the use a Restorative Practices approach to discipline. An additional intervention offered to students enrolled in the Freshman Academy who need Tier 3 supports is the On-Track Coordinator (OTC) of which EHHS has two. The OTCs monitor the academic, behavior, and social progress of assigned students. EHHS is fortunate to be able to use multiple outside agencies to enhance the supports it is able to offer to students and families. These include the InterCommunity Health Center, Connecticut Junior Republic, Community Health Resource, and EH's Juvenile Review Board.

There are clearly established systems and programs in place to support the varied needs of East Hartford High School's students with respect to academic, social, and emotional interventions.

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Foundational Element 5.1a

East Hartford High School's site and plant support the delivery of curriculum, programs, and services. The school is very clean and well maintained by a team of dedicated custodial and maintenance staff members, who, along with school staff, ensure that spaces are conducive to learning. The school building is adequately sized for the school community, which is composed of approximately 1,690 students and employs 225 staff members, both certified and non-certified. The school buildings and facilities have appropriate spaces to support student learning and the curriculum. Along with standard classrooms, the school has science labs, multiple computer labs, a College and Career Readiness Center, grade-level Academic Resource Centers (ARC), appropriate areas for elective classes, e.g., culinary, music, art, and technology education, in which to meet. EHHS has a health occupation program, multiple gymnasiums, a recently remodeled weight/fitness room, recreation fields, and a swimming pool used by physical education classes.

The physical plant and facilities of East Hartford High School meet all applicable federal and state laws and follow local fire, health, and safety regulations. Compliance with state regulations is kept in a variety of locations, including the district's central office and within the main office of the school. The school and grounds are handicap accessible to students, staff, and members of the communities who attend school, work, and activities on the campus.

Rating

Meets the Standard

Foundational Elements Ratings

Foundational Element Ratings

Foundational Elements	Collaborative Conference School's Rating	Collaborative Conference Visitors' Rating	Decennial School's Rating	Decennial Visitors' Rating
1.1a - Learning Culture	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
1.2a - Learning Culture	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
2.2a - Student Learning	Does Not Meet the Standard	Does Not Meet the Standard	Meets the Standard	Meets the Standard
3.1a - Professional Practices	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
4.1a - Learning Support	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
5.1a - Learning Resources	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard

Priority Area 1

Priority Area

Foundational Element 1.2a - The school has a written document describing its core values, beliefs about learning, and vision of the graduate.

East Hartford High School has a written document describing its core values, beliefs about learning, and vision of the graduate. This has been supported by the faculty's work to engage in reflective activities centered around the review of the existing Student Learning Expectations (SLEs) as well as its mission, values, and core beliefs and used these to develop its Vision of the Graduate.

Action, Impact, and Growth

This priority area has been more clearly defined since the Collaborative Conference. The school has a written document describing its core values, beliefs about learning, and vision of the graduate. The school's vision of the graduate consists of six attributes that each student should be able to demonstrate before moving on to college and/or a career. Each one is tied directly to one of the Student Learning Expectations (SLEs). Although one discipline takes the primary responsibility for reporting out on student progress during the school year, a student's proficiency in each can be measured by one or more content areas; for example, physical education and English departments both utilize the attribute COMMUNICATE in their lessons.

The six attributes and their associated SLEs are as follows: THINK (Solve Problems), COMMUNICATE (Communicate Effectively), SERVE (Participate as Active Citizens in the Community), ACCOMPLISH (Show Workplace Skills), ACHIEVE (Begin. Build. Become) and REFLECT (Demonstrate Positive Living & Decision-Making Skills). Following the Collaborative Conference, the development process of the vision of the graduate involved important stakeholders, including the members of the School-wide Data Team, the school's parent organization, and the School Governance Council. The district's PTA discussed the skills of the vision of the graduate often in their meetings and had guest speakers come and speak to parents about incorporating the vision of the graduate attributes into their parenting. The student body was also involved in the development process via their feedback in Scholar Hour. East Hartford High School's vision of the graduate was shared with the school community and was approved by the East Hartford Board of Education in May 2019. Information on the school's revised graduation requirements for the Class of 2023 was also shared with all stakeholders at this time. This revision was made in alignment with changes required by the Connecticut State Department of Education (CSDE) to include, among several things, a mastery-based learning experience that is currently present in the grade 10 history curriculum.

The school uses its Connections class lessons to help students learn and demonstrate the core beliefs and vision of the graduate attributes along with messaging from the school which includes daily announcements and weekly updates from the principal who also makes reference to the language of the school's mission, core values, and vision of the graduate in a consistent manner. The school has signs posted throughout the building highlighting the six attributes of the vision of the graduate, and student progress is measured and reported by way of their report cards, mid-year and end of the year, and by way of Scholar Hour during which students are encouraged to reflect on their own progress and engagement with the vision of the graduate attributes. The EHHS parent community receives weekly information about the activities and events of the school via the Hornet Family Communication newsletter and the principal's weekly calls to EHHS families.

The school's continued commitment to ensuring that its students graduate exhibiting the six attributes of the vision of the graduate involves the vision of the graduate attributes being aligned to the standards. For example, the mathematics department is responsible for SLE 2.3 which emphasizes using appropriate mathematical calculations to support conclusions, and students are frequently assessed on their ability to calculate and reason with a focus on improvement from assignment to assignment. As a result, students are given a holistic score on the SLE rubric during each semester. The learning, achievement, and well-being of EHHS students can also be seen in the English department who's SLE focuses on 1.1 and 1.3 (reading and writing). Their English curriculum

prioritizes the CCSS for each grade, and the department works extensively in data teams and department meetings to ensure vertical alignment so students build and scaffold their skills through their four years at the high school. The social studies department's SLE focus is on developing research skills toward which the projects and assessments are often geared.

The impact of the development and implementation of the vision of the graduate has not yet been fully realized at East Hartford High School. One way the school has shown growth in this regard since the last visit is in their grade 12 connections class in which students are asked about where they see themselves in relation to the expectations of the vision of the graduate. It is also introduced to the current grade 9 and 10 students as a way to demonstrate learning through the mastery-based experience. Social studies teachers piloted aspects of the project during the 2019-2020 academic year and shared feedback with colleagues in their department to refine the requirements and to explain additional supports that students will need.

Recommended Next Steps

Ensure students are familiar with the components of the Vision of the Graduate and where their own goals and accomplishments fit it

Make all students aware of how the skills and knowledge they gain through their coursework, community service, and participation in activities will help them form a coherent vision of how they can engage and interact in the community as graduates and inform their post-secondary plans more efficiently

Sources of Evidence

- classroom observations
- parents
- priority area meetings
- student work

Priority Area 2

Priority Area

Foundational Element 2.2a - There is a written curriculum in a consistent format for all courses in all departments.

East Hartford High School has implemented a formal curriculum process that is written in a common format by all academic departments to use and reference. The curriculum is housed virtually on the district's curriculum website and is available to the public. This curriculum is driven by Student Learning Expectations (SLEs), and each department at the school uses these to drive their student-led instruction.

Action, Impact, and Growth

The school has worked to ensure that there is a written curriculum for all of the content areas. The common curriculum format, agreed upon by the department supervisors, follows the Understanding by Design (UbD) model and includes units of study, guiding/essential questions, concepts, content, skills, instructional strategies, and assessment practices. As referenced through building administration interviews, the curriculum also includes rubrics for each student's learning expectation. Departments at the school have established primary ownership of one primary SLE. The school has continued to emphasize and require SLE rubrics to be part of multiple assignments each semester. This provides data in each course that can then be reported out as a data point on report cards that communicates to students and families what is the student's current progress in meeting that student learning expectation. Each department incorporates SLEs rubrics into its lessons and activities. This curriculum also aligns with the school's vision of a graduate, and each department uses the SLEs rubrics to focus their content area and incorporate skills that are described in the vision of a graduate. Through teacher meetings throughout all departments, there are numerous examples of activities and projects that allow students to enhance these skills. For example, within the social studies curriculum, grade 10 students participate in the Civic Engagement Project which allows students to have a choice to guide their learning, as they are able to choose their own current issue in the world or in the United States. This grade 10 project exemplifies the school's work to make concrete connections between the use of SLEs and the core components of the vision of the graduate. Another example described by teachers is within the Career and Technical Education (CTE) curriculum, where there are several opportunities for students to perform and showcase their ability to meet the student learning expectations. In the Finance I course, students are asked to decide on what financial literacy topic they think is important and should be shared with their family and classmates. This is a group project in which students are asked to research the topic. They then collaborate to create a display board to explain the importance of the financial literacy topic. The group uses this board to present their ideas to the class. The project also requires students to make a brochure to support their research and explanation of the theory.

The school has utilized Teach2020, a Google Site that is currently serving as a public online resource for storing curriculum and assessments as well as instructional video models and other resources for teachers. As referenced through teacher interviews, most teachers find the Teach2020 to be a very user-friendly and helpful source. Teachers use the curriculum to guide their teaching and as a reflection tool to assess their practice. In an interview with teachers, they discussed how in Instructional Data Team (IDT) meetings they collaborate and reflect upon the progress that their students are making in regard to the curriculum. They use these conversations to gear what the next steps are to helping students successfully learn the skills specifically outlined by the curriculum. Teachers also stated that these curriculum documents form the IDT meeting agendas and guide their work in developing new curriculum-aligned activities. Teachers often create and share lesson-specific resources using a shared Google Drive for a specific course. This collaboration on curriculum is approved by the department supervisors. This approval acts as a measure to support the work the teachers are completing. Teachers find that the curriculum also drives professional collaboration that is focused on reflecting and incorporating the curriculum, student-learning expectations, and vision of graduate expectations. According to the building administrators, the COVID-19 pandemic has compelled teachers and staff at the school to adjust their student-centered instruction to be technology-centered. The building administration believes teachers have effectively adapted their instruction to be technology-focused, and they would like to continue to make technology a component of units and lessons in the future.

The school has effectively put the curriculum into practice. The documents are uniform and can be accessed by teachers and the public. Teachers and building administrators express the need to continue the work with the curriculum and develop it to further encompass the vision of the graduate and enhance the work with the SLEs.

Recommended Next Steps

Develop and implement a process to link the student-centered performance-based projects throughout grades 9-12, ensuring that these projects will continue to build upon the SLEs and the vision of the graduate throughout the entire high school experience

Develop and implement professional development opportunities for the faculty on enhancing the teaching and learning experience through the use of technology

Sources of Evidence

- priority area meetings
- school leadership
- school summary report
- teacher interview

Priority Area 3

Priority Area

Principles of effective Practice 2.5 - Students are active learners who have opportunities to lead their own learning and 2.7 - Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.

East Hartford High School will continue to improve the quality of instruction to increase opportunities for students to be at the center of the learning experience. Administrators and department supervisors will continue to provide professional development opportunities and evaluative feedback regarding student-centered learning and engaging students in a variety of instructional and assessment strategies.

Action, Impact, and Growth

East Hartford High School has taken several steps to improve the quality of instruction that is delivered in its classrooms so that there are increased opportunities for students to be at the center of the learning experience. Professional development on student-centered learning was provided to teachers. Department supervisors read Ron Berger's *Leaders of their Own Learning* and planned professional development opportunities for staff based on the strategies in the book. Learning targets were highlighted in the professional development for staff. During multiple observations, the team was able to see the use of learning targets posted and referenced for students. Students report that some teachers reference learning targets, which helps them to know the purpose of a lesson and unit, but other teachers are not referencing learning targets in their instruction.

Although student-centered learning was well defined for teachers, it is an emerging practice within all academic departments. In interviews, teachers referenced giving students choice in their learning, specifically formative assessment opportunities which allow students to show knowledge in a variety of ways. Though teachers highlighted the importance of choice, student feedback shows that giving students choice in both instruction and assessment is inconsistent across teachers. Teachers will continue to expand their personal use of student-centered activities in support of the vision of student choice becoming a school-wide practice.

In some areas, teachers purposefully incorporate problem-solving and higher order thinking into lessons and assessments. Across many departments, teachers and students shared examples of lessons and assessments that incorporate these higher order thinking skills. For example, a long-term assignment was highlighted in which students designed their own human rights project. In a student interview, a student discussed a science project in which students develop models at various points in the unit and are able to show their increased understanding of the concept. Another student discussed designing an international trip of choice, collaborating with peers, and presenting to the class. While these are just a few examples, students, teachers, and administrators regularly discussed such examples of problem-solving and higher order thinking in their interviews.

Peer and self-assessment is an emerging practice at the school. This practice was observed in some classes of the core academic disciplines. The teachers who have fully embraced peer and self-assessment in their classrooms are commonly using these feedback tools to allow students to set personal goals and provide feedback to one another. Teachers and students were able to give specific examples of how they use peer and self-assessment in many different content areas. In a student interview, a student shared a peer collaboration rubric, in which students rated one another's participation in a group. In a teacher interview, an art teacher specifically mentioned student peer critique. Students at EHHS have some opportunities to engage in personal goal-setting and monitor their progress through classroom and/or personal data walls. Teachers use data to plan and adjust lessons using both formative and summative assessments. Multiple examples were referenced relating to students' setting personal goals using long-term rubric scores and rating themselves at both the beginning and end of a unit, semester, or year. In reviewing student work, multiple examples of peer assessment were seen, including collaborative rubrics and critiques.

The increased technology this school year created additional opportunities for the school. The technology is being used to conduct quick formative assessments and allow for prompt collaboration among students and staff. Software such as NearPod and Jamboard promotes a wider variety of instructional and assessment methods. Teachers state that the technology has allowed them to make significant improvements in providing timely feedback to students and increasing classwide student engagement. This also allows teachers to make more data-based decisions and have students more readily collaborate with one another and reflect on their own data. Administrators recognize the importance of future research and training on how to incorporate technology and in-person learning to maximize blended learning capabilities.

Though student-centered learning has been a common focus, there are still some teachers who need more support as identified by observations from both administrators and department supervisors as well as student feedback. Continued professional development will be important to ensure that every student gets to experience student-centered learning in their classes. Department supervisors state they will be focusing on a differentiated approach to future staff development to meet this need. The goal is that teachers will be allowed to choose different areas of interest, e.g., how to get students to talk more, set goals, etc, with a commonality to revisit learning targets. The supervisor team recognizes the importance of making student-centered learning more robust schoolwide.

Administrators and department leaders plan to examine the impact of this work on student achievement data, e.g., cohort growth of PSAT- SAT over time. This has been difficult due to the pandemic-related cancellation of standardized assessments; however, it will be prioritized when data is available.

Recommended Next Steps

Next steps identified by the school to support growth:

Expand intensive professional learning on student-centered practices

Examine the impact student-centered practices work has had on student achievement data, e.g., cohort growth of PSAT- SAT, over time

Next steps identified by the visiting team to support growth:

Establish consistency among teachers to use and reference learning targets

Increase student choice in instruction and assessment across all classes

Expand upon the use of problem-solving and higher order thinking across the school

Expand upon the use of peer and self-assessment across the school

Conduct research and provide training on how to best incorporate technology and in-person learning to maximize the blended learning student experience

Provide “teacher-centered” professional development opportunities that allow teachers to set and focus on their own professional learning goals related to student-centered learning

Sources of Evidence

- classroom observations
- department leaders
- priority area meetings

- priority area observations
- school leadership
- school summary report
- student work
- student-led conferences
- students
- teacher interview
- teachers

Part 3 - Reflection on Student Learning

Reflection on Student Learning

At East Hartford High School, the strong relationships between the students and the staff are obvious and are a key factor that drives the 90 percent attendance rate at the school. These understanding relationships permeate the school and provide a strong foundation for the education of the students. These relationships are enhanced because teachers design and deliver instruction to meet the individual learning needs of each student which leads to greater academic achievement for students. The Connections Program provides small group discussions and activities that encourage meaningful and positive relationships between students and the staff, thereby promoting social/emotional well-being and academic achievement. As with other programs as EHHS, students and staff move together in Connections from year to year, allowing for deeper bonds to form. During Connections, students and staff engage in discourse and activities including “Making the Most of Your Time,” “Understanding the Cause and Effects of Stress,” and “Recognizing Healthy and Unhealthy Levels of Emotions.” Teachers also strategically differentiate, individualize, and personalize instruction based on student learning needs. For example, in English 2, after students examine, engage, and make claims about a text, students engage in a Nearpod activity which allows students who feel confident in their responses and understanding to share their ideas with their peers, while students who are struggling with formulating claims and making inferences are provided with examples and ideas that support engagement, understanding, and completion. Students then choose a topic to research based on their own areas of interest. Teachers regularly use a range of formative assessment strategies that allow them to adjust their instruction to meet the needs of all the students, including oral questioning, entry and exit tickets, “Think-Pair-Shares,” “Do Now's,” and self-evaluations. Teachers often work with students individually or in groups in order to structure and differentiate support that leads to rigorous learning opportunities for all students in the classroom. For example, teachers utilize virtual breakout rooms to allow for students to work with peers that are at their own pace, while in the main room the teacher assists students who may have fallen behind in their work or need more academic support. In ELL and special education classrooms, teachers give choice and voice which enables teachers to scaffold and determine where students can show their strengths. In an ELL class, students are grouped strategically according to reading levels in order to read, comprehend, analyze, evaluate, and explain metaphors to their peers in groups using differentiated selections of the text. There are multiple supports in place for students to support their academic success. For example, with their school-wide Civics mastery-based learning experience during their sophomore year, students who struggle to meet the requirement are given two more opportunities to do so through specially-designed projects in grades 11 and 12.

Students at East Hartford high school are active learners who have opportunities to lead their own learning. The initiative to shift to student-centered learning at East Hartford High School has had a clear impact on teaching and learning at the school. It is evident in the planning and delivery of lessons that teachers have transitioned from posting and reviewing objectives to more student-friendly learning targets such as “I can order food and something to drink in a restaurant in Spanish” and “I can demonstrate my knowledge of infection control” in Patient Care class. Students are frequently provided with opportunities to be leaders of their own learning. In Civics class, each student has a voice in their learning through an exploration of a topic that is personally meaningful, reflects his or her interests, and is aligned with state and national standards for college, career, and civic life. In Physical Education, teachers share all of their students each period in order to offer them a choice of an activity in which they are interested. In grade 9 health class, students create SMART goals and then use those SMART goals to create a vision board which they then share with their peers and explain how they will reach their goals.

In grade 11 English, after reading *The Hate U Give* by Nic Stone in which there is a strong protagonist, students wrote a “This I Believe” essay, in which they were able to shape their own personal philosophies as the strong protagonist has in the novel. In Spanish classes, students create their own games to play in order to learn new vocabulary and then share their games with their classmates for more practice. In Visual Arts, students are exposed to historical works in order to analyze the power of text and image and are then charged with creating a graphic poster using a topic and medium of their choice as a means of creating an interpretation of their research. Students are engaged in project-based learning that frequently allows students to apply knowledge and

skills in relevant and authentic ways. In woodworking class, students are given kits including pen components and blocks of wood that are processed and then turned using lathes. Each student applies creativity, skills, and empathy to create highly personalized ballpoint pens which will be delivered to military servicewomen and men as a token of appreciation for their service to our country. Through research in World History class, students create and present a sustainable business plan for a country in Africa. In senior PE classes, students are provided with CPR and First Aid certification training. In Advanced Foods class, students create their own herb and spice blend, develop a recipe using their spice blend, and present their recipes to the class. In the Academy of Finance's Personal Finance course, students identify fees charged by financial institutions by reading the "fine print" in bank statements, learn strategies to avoid them, and interpret how their money is being used. Opportunities to learn outside of school reinforce their relevant and authentic experiences in the classroom. Students in Engineering design electric cars and race them at the local race track. In the Realities classroom, students are trained in the newly remodeled kitchen and then use their skills to pursue job placements; for example, one student reported working at a local nursing home to prepare breakfast for the residents. Students in Health Science courses can apply their skills in the real world as CNAs and students research the similarities and differences of an intensive care unit versus an emergency room in order to compare and contrast the two nursing experiences. Students in grades 9-12 have the opportunity to attend the school's Summer Leadership Institute, and seniors apply what they have learned to plan and facilitate lessons in freshmen and senior Connections courses. Students engage in meaningful and reflective discourse. For example, in the co-taught English/social studies Human Rights class, students engage in discourse over important real issues, including current events related to human rights, and students are given a choice of topics to research issues of interest.

At EHHS, learners regularly engage in inquiry, problem-solving, and higher order thinking skills. Many curriculums emphasize deep understanding through interdisciplinary learning. For example, a science final project for the Climate Change unit has students take a stand on whether or not the government should or should not strengthen environmental laws and write and mail a letter to the President of the United States. Recently, the mathematics department developed three classes in which students deepen their understanding of real-world cross-disciplinary connections. In Geometry II, students explore the geometry of art and design by focusing on constructions, symmetry, dimension, and scale. In Statistics II, students make connections among the social sciences including civic representation, medical decision-making, and representations of socioeconomic differences. In Financial Algebra, students connect mathematics with business applications, such as the monetary growth of accounts and displaying financial data. When working on projects, students engage in problem-solving, including learning from their mistakes and participating in the design process as a way to support their learning. In math classes, teachers use anchor tasks at the start and end of each unit. For example, students are tasked with designing a city that fits certain parameters, giving students the need and motivation to learn the math concepts necessary to be successful with their design. In this way, student ideas and questions drive the instruction, and students take all that they have learned in relation to the task and apply it to design their city. This gives the students the opportunity to develop an inquiry, gather information and skills for their design, analyze their research, and defend their findings to an audience. In science classes, the NGSS standards support teachers in engaging students in inquiry with all units beginning with a question prompting students to express their thoughts and questions about the topic which allows teachers to start where the students are and promote curiosity about the topic. Teachers then craft lessons to address students' questions. For example, in Biology, teachers help students uncover their ideas about how ecosystems function and students make models that show their ideas about how the decline in whale populations impact climate change. Students regularly engage in higher order thinking. In Spanish, vocabulary and fluency skills are assessed when students write a script in Spanish of a conversation with waitstaff at a restaurant. In Visual Arts, students research, synthesize information, and then create and present a work of art connecting the message of music to daily life. Students in UConn English were observed engaging in discourse to apply Aristotle's 'Theory of Tragedy' to Shakespeare's Hamlet in order to strengthen their critical approach to the play. EHHS is proud of its commitment to higher order thinking skills and encourages all students to challenge themselves with honors, AP, and ECE courses. Approximately 350 students are enrolled in advanced placement courses with a 60 percent passing rate. At EHHS, students develop critical and creative thinking skills, create a deep understanding, and make connections in many classes.

At East Hartford High School, learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum. Teachers use a variety of forms of assessment, including presentations, quizzes, performance tasks, and common assessments. Assessments are graded using rubrics that provide specific and measurable criteria for success that are given prior to the assessment. At the beginning of these assessments, teachers review the rubrics and expectations with the students. Then throughout the

activity, students are self-reflecting and reviewing at the end. Teachers describe using a variety of assessments in the classroom, but there was a clear focus on performance-based assessments so students can lead their own learning. For example, in English 11, students relate their unit of study to songs in the play *Hamilton* and develop their own Socratic Seminar questions for formal discussion. Common assessments are also widely used in each department. In the social studies department, they use "Close Reading Assessments." In science, teachers utilize claim, evidence, and reasoning (CER) in their assessments. Students are asked to analyze data to support a claim and use scientific reasoning to explain why that evidence makes sense. Many departments describe the use of the common SLE Rubrics. In the Physical Education and Health Department students participate in assessments that are meaningful and relevant to students' real-world circumstances and surroundings, require students to apply skills and information appropriately and effectively. For example, students in grade 10 PE are required to research, evaluate and synthesize information in order to create a presentation related to mental health. In addition, each department has taken an SLE rubric and focused it on their content area and incorporated skills that are described in the vision of the graduate. For example, in social studies, a mastery-based learning experience is designed to allow students to showcase their skills on multiple SLEs or four specific attributes of the vision of the graduate: Think, Serve, Communicate, and Reflect. In the mastery-based learning experience, students identify, research, and present a significant issue. This civic engagement project allows each student a voice in their learning through an exploration of a topic that is personally meaningful and reflects his or her interests. Teachers at East Hartford High School provide a variety of experiences for students to demonstrate their learning in increasingly student-centered ways.

Teachers at East Hartford High School consistently check for understanding in ways that engage all learners' thinking about the concept being learned by asking questions and constantly checking for understanding in a variety of other ways. Teachers regularly use a range of formative assessment strategies that allow them to adjust their instruction to meet the needs of all the students, including oral questioning, entry and exit tickets, "Think-Pair-Shares," "Do Nows," and self evaluations. For example, in General Science class students are given "Do now" assessments at the beginning of class, which enables the teacher to understand students prior knowledge about acids and bases and adjust his instruction as needed. At the end of the lesson that includes a presentation, questioning, and a hands-on demonstration, the teacher gives the students exit tickets to gauge to what extent the students had understood the concepts. In World History class, students were given excerpts about the Cuban Missile Crisis and needed to use their critical reading skills to highlight information within the text that could be used to answer corresponding questions. As the students turned in their Google Docs, the teacher provided feedback to each student about whether or not they had highlighted correct or sufficient information to answer the question. Each semester in specific classes, students conference with their teachers and reflect on their progress on SLE goals in order to set personalized learning targets. Teachers monitor student progress that they set at the start of the school year related to specific standards and mid-way through the year and at the end of the school year in addition to those that are related to skills assessed on the PSAT/SAT.

Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. Teachers provide regular oral feedback to students during class. Teachers provide meaningful and regular written feedback on student performance which has been enhanced through the use of Google Classroom and email. Multiple departments utilize check-in points along the way in written work or major assignments to check for understanding and provide written feedback on the rubrics throughout the assignment. Teachers have also designed multiple methods to allow for a more student-centered approach to providing feedback by giving students the reins in evaluating themselves and each other's work. For example, in grade 11 Physical Education, students create their own yoga flow routine by applying the learned poses of yoga. Students are able to choose their own level of difficulty and students are grouped to allow for peer feedback and peer assessment. In the end, students self-assess based on their final routine. In music class, students record themselves daily and create their own rubrics for self-assessment. In Visual Arts, students research, synthesize information, and then create and present a work of art connecting the message of music to daily life. Students peer-assess via a virtual gallery walk and self-assess their project afterward. In Spanish class, students plan a trip to a destination of their choice and create a slideshow of their itinerary which is evaluated by their peers for additional feedback. In English 9, after students generate and discuss their own clarifying, inferential, and real-world questions based upon Robert Cormier's novel, *After the First Death*. After these collaborative discussions, students evaluate their own discussion skills, provide feedback to their peers, and reflect on the topics discussed. Multiple teachers also use a self assessment rubric as a vehicle to provide students separate feedback on work habits and participation skills.

At East Hartford High School, students use technology across multiple curricular areas to support, enhance, and demonstrate their learning. With EHHS became a 1:1 school with the help of a donation from the Dalio Foundation. Teachers and students very quickly became much more equipped beyond their smartboards and projectors to deliver instruction and engage students in the use of technology. Teachers and students quickly adapted to use a wide range of applications within the Google suite, including Google Classroom, Google Slides, Google Sheets, Google Forms, Jamboard, and more related to specific disciplines. Teachers use google apps to effectively communicate "I can" statements and learning targets. In science class, students used Google Drawing to interact with a slideshow about how humans get their skin color. In ESL Writing, students created digital storybooks based on a fairytale, folktale, or fable that they had written using the online application Storyjumper where students can create, narrate, and even publish their own storybooks. In Health Class, students create virtual lockers using Google Slides and present their virtual locker using Screencastify. In Biology class, students are put in breakout rooms to collaboratively create a concept map using Jamboard. In Spanish class, students participate in Kahoots to review vocabulary. In World Language, students use Flipgrid to record themselves speaking in Spanish about what they wear during each of the four seasons. In science, when students study what cells need to use energy to do the teacher uses Nearpod to launch questions and as students answer, their comments appear, stimulating student feedback and continued conversation. In math, the teacher uses a Desmos activity to engage students in an interactive system of equations activity. The teacher was able to differentiate for students performing at a higher level by unlocking future slides, allowing them to advance and self-challenge. In AP Stats class, the teacher utilizes breakout rooms to create an engaging group activity by means of asking one volunteer to share their Google Jamboard screen inside the breakout room. This instantly provides all group members with an interactive shared visual, whereby through the Google Jamboard tools, all group members could simultaneously contribute to the learning experience. This was demonstrated by students' ownership where each student contributed a different piece of the problem. For example, while one student was drawing the visual, another student was typing the math statement to support the other student's drawing. In English class, after students completed a Nearpod activity, a continuously running Padlet was posted to foster student reflection and dialogue. It is evident that students and staff use technology across multiple curricular areas at East Hartford High School to support, enhance, and demonstrate their learning.

Part 4 - Capacity for Continuous Growth as a Learning Organization

Conceptual Understanding

There is a shared understanding of what optimal or effective learning looks like at East Hartford High School. The development and integration of this understanding started with the administrators and has been systematically and thoughtfully expanded into classrooms under their leadership. School administrators worked to define student-centered learning for teachers and developed a book study on Ron Berger's "Leaders of their Own Learning." This helped to give everyone a common understanding of what the expectation was. Next, the school shared elements that are a part of student-centered learning practices with all staff. For example, classrooms have transitioned from posting and reviewing objectives to more student-friendly learning targets. These are now worded as "I can" statements instead of "Students will be able to" statements school-wide. Interviewed certified staff members stated that this transition has helped them to focus on phrasing statements in a way that allows students to not only understand the goal of class but also to interact with that goal throughout the course of the lesson. The department supervisors each chose one or more of the student-centered practices for a year-long focus and developed and presented professional learning sessions during each of the past two school years. This gave teachers multiple opportunities to learn collaboratively and allowed them to develop their skills and strategies in specific areas of instruction or assessment over time. As an example, the math department examined how to incorporate problem-solving and formative assessment techniques into its work with students.

The existence of a shared understanding of what effective learning looks like is presently supported in personalized professional development opportunities and collaboration within course-alike Instructional Data Teams (IDTs). Personalized professional development is launched in the form of an event called "Hot Topics." Teachers submit a form with a description of the professional development they would like to lead for their colleagues, and, on a future half-day scheduled PD, faculty building-wide have the ability to sign up to learn from that colleague. In IDTs, teachers meet weekly to collaborate with course-alike teachers on teaching best practices and student-centered learning planning. Interviewed teachers stated that as the school's focus has shifted to student-centered learning, the focus of their data team work has also shifted to reflect this new initiative. Teachers in multiple departments stated that their work in IDTs now includes collaborating on the creation, implementation, and subsequent reflection on the efficacy of newly created common student-centered learning activities.

Teachers actively work to collaborate with the goal of reflecting on student learning and the collective creation and planning of instruction that will optimize student performance. For example in a math IDT, teachers have taken the initiative to create a collaborative Google document, through which they communicate on the efficacy of co-planned activities, provide feedback to each other, and communicate throughout the week as colleagues.

Administrators utilize district-level walkthroughs to generate meaningful conversations with stakeholders at multiple levels within the school hierarchy. The district invites all faculty to submit their interest to join the District Walkthrough Committee on a yearly cycle. This creates open access for all faculty members to participate in this walkthrough process from year to year. The committee utilizes a formalized District Walkthrough Tool to collect data as the team visits each school in the district. In between walkthroughs, the committee meets to debrief on the previous visit and set goals for the next visit. This committee is in communication with the school administration prior to the planned visit and works to include a priority area of focus into the District Walkthrough Tool. For example, student-centered learning is currently a Priority Area for Growth for the school. The District Walkthrough Tool used for the high school walkthroughs now has a specific area with "look-fors," geared toward evidence and data collection on the tangible presence of student-centered learning in classrooms. After the walkthrough process is complete, the committee meets to debrief and aggregate their data into a report shared with the administration. These shared observations are then utilized to inform future conversations with teachers on their progress towards the school's goal of incorporating student-centered learning school-wide.

Commitment

In alignment with the Standards for Accreditation, the vision of the graduate has started to become an essential element of the East Hartford High School's practice, as students are asked to demonstrate several of the attributes during the mastery-based learning experience in grade 10 in order to graduate; however, there is more work to do in this area. To date, this project was only piloted with the current freshmen and sophomores, i.e., the Classes of 2022 and 2023. The faculty and administrative team need to refine the implementation of the vision of the graduate to ensure that it can be incorporated into the students' experiences beyond grade 10 and that it becomes embedded as a part of the school's overall culture. Currently, each course includes an embedded assessment that measures students' progress toward one of the school's Student Learning Expectation (SLE); each of the SLEs is directly tied to at least one attribute in the school's vision of the graduate. Students take the embedded assessment two times per year, reflect upon their progress, and then participate in an individual conference with their teachers. Progress in each area is shared on the report card at Day 90 and Day 180. While these assessments are present in courses school-wide, the school is in the initial stages of determining how to best formulate a concrete connection for all stakeholders with respect to how success in course-specific SLEs indicate successful progress in meeting the vision of the graduate expectations.

The school promotes a growth mindset for students. This is exemplified in the existence of multiple structures that create a means by which staff support student reflection and goal-setting throughout the year. One of these structures is called "Scholar Hour." This occurs three times per year and is an individual conference with an adult whom students do not have as a teacher. The purpose of Scholar Hour is a time devoted for teachers and students to conference one-on-one about on-track status and discuss concrete strategies to improve Academic, Behavioral, and Grades (BAG) performance. During the conference, the student and teacher discuss the student's attendance, behavior, and grades by means of discussing the student's personalized "BAG Report." Their performance on these three indicators informs a conversation with that student as to whether or not he or she is currently on-track. Scholar Hours are purposefully scheduled around the end/start of each marking period to support students in setting goals to improve their on-track status. The school has established this structure to ensure every student knows what it takes to be on-track to graduation and college and career readiness, provide students with regular updates on their on-track status and discuss concrete strategies to improve performance, develop student agency and additional student/adult connections, and improve student outcomes and post-secondary success. Questions asked as part of Scholar Hour include: "Why are your grades important to you? What part of your behavior attendance grades report are you most proud of? Why? Where are you experiencing the greatest success/improvements? Which class is most challenging for you? Why is this class difficult? What are your next steps to improve your grades or attendance? What goals do you have for yourself? Identify one goal for next quarter. How can teachers and staff support you to improve your grades? What motivates you?" The answers to "How can teachers and staff support you to improve your grades?" and "What motivates you?" are written down on post-it notes. Students are told, "We will record these on post-its for collaborative staff discussion, analysis, and planning." The student reflection on "What can we do to help students?" is given to the School Wide Data Team for discussion and disaggregation, which is then followed by a report to staff with strategies. Students' "Goal for the Quarter" data is aggregated into a Google document to memorialize these goals, which will then appear on each student's personalized "Student BAG Report" for the next Scholar Hour as a launching point for the next Scholar Hour Conference.

A growth mindset with respect to the PSAT and SAT is also fostered by teachers. Twice per year, students in math and English classes meet with their teacher to discuss their results on the most recent PSAT/SAT assessment. In doing so, they reflect on goals they had set earlier in the year and the progress they have made toward them. Students then set new goals for the next assessment. Teachers school-wide also facilitate a growth mindset within their classrooms by utilizing feedback tools such as post-assignment surveys and rubrics that encourage reflection and improvement. Interviewed students commented that in many classes teachers provide them with the opportunity to make corrections and use graded feedback to rework an assignment. For example, a student stated that the teacher provides the class with two school days to use the provided feedback to make corrections and stated that, when receiving that feedback and opportunity to make corrections, "your brain turns on."

As a school community, the staff also embraces the process of growth and improvement. The school's master schedule is designed to include time for staff who teach the same course by department, e.g., grade 9 English,

Algebra I, and U.S. History, to meet once per week as Instructional Data Teams (IDTs). Led by their department supervisors, the IDTs use common templates and protocols to review student data, to plan for upcoming instruction, and reflect upon previously taught units. These structures are designed to empower and support teachers as they own the work of continuous improvement. Teacher ownership of the IDT process and other improvement-related work is key to the establishment of a culture that focuses on continuous growth. Annually, the staff collaborates to create and monitor the elements included in the school improvement plan (SIP). This process begins in the late spring in small group meetings in which teachers make recommendations that are forwarded to the leadership team. The staff also takes an active role in their growth as professional learners. During the 2020-2021 academic year, the school has five full days of professional learning and seven half-days. These days are designed to support the initiatives included in the school improvement plan. While the full day sessions are led by department supervisors, the half-day ones are owned by the buildings. The leadership team often empowers its teachers to create and facilitate workshops on topics of interest, e.g., "Hot Topics," for their colleagues on these days. Previous sessions have included "Using Meditation as a De-escalation Technique" and "SAT Strategy Share Out." The success of the school improvement plan is monitored through the district's Student Achievement Meeting (SAM) process which takes place three times per year in the fall, winter, and spring. This process examines each school's progress toward the action steps it has developed in its SIP according to five indicators, i.e., PSAT/SAT achievement in EBRW and Math, the incidence of ISS and OSS, and rate of chronic absenteeism. Together, the district and the school team come together to reflect upon the growth made to date and then work together as a think tank to solve problems in areas in need of strengthening.

The school community has also demonstrated its commitment to the Standards for Accreditation through its recent creation of a vision of the graduate, curriculum work, and ongoing efforts to ensure a safe, inclusive environment for all. As described above, the school community has engaged in a collaborative, extensive process to draft, develop, and approve a vision of the graduate. As a Foundational Element in the Standards for Accreditation, the school's work to engage with, and develop, a vision of the graduate exemplifies its commitment to the Standards. The school community has also recently developed a plan to review and write a curriculum in a common format for all courses, further demonstrating the school's commitment to meet the Foundational Elements. Additionally, the school's ongoing efforts to develop and promote a safe, inclusive environment for all provides further evidence of the school's commitment to the Standards.

Competency

The school community recognizes and acknowledges the necessary changes that need to be made in order to align its teaching and learning practices with the Standards for Accreditation. Multiple examples from across the school community exemplify the school's collective competency to ensure alignment with the Standards, including the school's curriculum plan, the vision of the graduate, and growth/improvement plan. The district promotes a model in which a school improvement plan is developed during the summer months and is monitored through district-level Student Achievement Meetings (SAM) in the fall (Day 45), winter (Day 90), and spring (Day 180) for progress toward identified action steps and indicators of success using data. Since its Collaborative Conference, the school has built its three Priority Areas for Growth into the school's improvement plan so that all members of the community were aware of them and would have the ability to contribute to the growth in these areas. The school's faculty is directly involved and familiar with the school's continuous improvement cycle and, as such, will continue to be directly connected to future work improving programming and practice to best align to the NEASC Standards. For example, Priority Area for Growth #1 that was identified by the visiting team during the Collaborative Conference was the development of a vision of the graduate. Following the conclusion of its NEASC Collaborative Conference, staff engaged in reflective activities as a part of reviewing its existing Student Learning Expectations (SLEs) as well as its mission, values, and core beliefs and used these to develop its vision of the graduate.

The school community has exhibited multiple examples of its willingness to make the necessary changes in order to align its teaching and learning practices with the Standards for Accreditation. All academic departments within the school worked closely and collaboratively with their department supervisors to adopt the new uniform curriculum documents and ensure the most accurate and up-to-date information was then uploaded to Teach2020. In support of student-centered learning initiatives, the majority of teachers are now using "I can" statements to write student-friendly daily objectives with fidelity. Interviewed teachers have expressed their willingness to be coworkers with administrators and students in future work to determine the most efficient, effective, and meaningful ways of incorporating the vision of the graduate for grades 9 through 12. Their

expressed desire for the vision of the graduate to be student-centered and student-owned also reflects the staff's commitment to its Priority Area 3, ensuring that students are active learners who have opportunities to lead their own learning.

There are also multiple examples of faculty, staff, and school and district leaders exhibiting the necessary skills, knowledge, and dispositions necessary to ensure students achieve the school's vision of the graduate. Examples of staff and leaders' requisite skills and knowledge include subcommittees' work through the School Improvement Team, the development of the vision of the graduate, and ongoing plans to support all students. Furthermore, the school community recognizes areas for continued professional development, including additional training on implementing the vision of the graduate, curriculum work, and fostering knowledge and consistent use of student-centered learning practices in all classrooms schoolwide.

The school community recognizes the need for additional professional learning to ensure its practices align with the Standards for Accreditation. As discussed in Priority Area meetings with faculty and leadership, the school community recognizes that additional training is required to develop, calibrate, and implement assignments with fidelity and ensure that they are simultaneously aligned with the school's current SLEs and their emerging connection to the school's new vision of the graduate. The school community identified its ongoing curriculum writing, as guided by its newly developed uniform curriculum document, as a focus area for department supervisors. The school community recognizes the need for continued professional development on implementing student-centered learning practices and developing sustainable systems that support the collection and reporting of student data connected to the vision of the graduate to ensure each learner is successful.

Capacity

East Hartford High School has the time, resources, and support needed to make progress on its identified Priority Areas. The Town of East Hartford and the Board of Education have worked cooperatively during the past two years to fully fund the district and make sure that there have been no reductions in force or to the overall budget. Since 2015, the school has supplemented its funding through a partnership with the RISE Network. Money from this grant has been devoted to keeping grade 9 students on-track for grade 10, as well as preparing students for college and career readiness. The RISE partnership has also provided substantial in-house support and coaching and off-site professional learning opportunities for staff. As a result of our RISE partnership, the faculty has access to powerful data dashboards and ongoing professional development about how to best use the available data to support student achievement. Additional funding for the school's programs has come through the Connecticut State Department of Education's Alliance and Title IV grants. A number of the school's resources, e.g., test fees for Seal of Biliteracy; programs, such as AP summer program; and staff, including an attendance coordinator, social workers, and a family liaison, are paid using monies from these two grants that are allocated to the school by the district. In alignment with Priority Area for Growth #2, money from several state-issued grants has been used to complete curriculum writing projects for the school. In alignment with the school's Priority Area for Growth #3, the superintendent and deputy superintendent have set the direction around improving Tier 1 instruction through increasing opportunities for student-centered learning. These efforts have been supported by other central office staff members, including the supervisor for professional learning and the district data analyst and improvement specialist. Department supervisors provide leadership to teachers, both inside and outside of the classroom. All members of the team see it as part of their role to be present in classrooms and to take part in formal and informal walkthroughs in an effort to monitor growth toward this goal.

Additional Information

Additional Information

Since the school's Self-Reflection and Collaborative Conference visit, the school has had a notable amount of growth and, as a result, increased its alignment to other Principles of Effective Practice with the Standards for Accreditation. For instance, the school now meets Foundational Element 2.2a - There is a written curriculum in a consistent format for all courses in all departments across the school. The school has committed to the on-going revision of the curriculum and assessments through the Teach2020 platform, ensuring the curriculum is an organic document that continually meets the needs of all students. The school has remained consistent in its ratings regarding the other Foundational Elements.

The school continues to make the necessary revisions to systems, policies, and procedures that refine the high-quality learning environment. The school maintained a commitment to providing professional development to staff related to student-centered learning strategies through the 2020-2021 academic year, despite the myriad of changes and issues that have resulted from the COVID-19 pandemic. This commitment by the school has allowed staff to continue to refine the delivery of instruction, even during fully-remote and hybrid learning schedules for students. Furthermore, the school recently launched a 1:1 Chromebook initiative for all students, through the generosity of outside philanthropic support. Teachers and students continue to refine their use of instructional technology on a daily basis. Innovative practices related to the use of instructional technology by staff are emerging throughout the school. The district and school are committed to providing the professional learning and time for staff to continually refine their practice related to this new tool and numerous software programs.

The school continues to refine the implementation of the vision of the graduate as a way to showcase student learning. At present, connections between the vision of the graduate and the curriculum is in place in grade 10 Civics. The school has initiated discussions and planning regarding the expansion of a mastery-based learning experience to additional grades in the school. The school plans to identify structures and systems to monitor student progress toward the vision of the graduate, how it will be reported on, and how it can be recognized and celebrated to ensure that the vision of the graduate integrates as a regular part of the schools' curriculum, instruction, assessment, and culture.

Several of the Principles of Effective Practice now have increased ratings, e.g., 1.2 - The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources has grown from Developing to Implementing; 2.2 - There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate has grown from Developing to Implementing; 2.3 - Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge has grown from Developing to Implementing; 2.6 - Learners regularly engage in inquiry, problem-solving, and higher order thinking skills has grown from Developing to Implementing; 2.7 - Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum has grown from Developing to Implementing; and 2.8 - Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning has grown from Developing to Implementing.

Commendations

Commendation

Foundational Elements:

The safe and well-maintained school and campus that promote and support the educational and co-curricular programming for all students and staff

The commitment by the school to ensure a robust, comprehensive curriculum in all academic departments

The number and variety of intervention programs to support students who are at risk academically, attendance-wise, and social-emotionally

Commendation

Priority Area 1:

The commitment to post-secondary college and career readiness, along with the College and Career Center staff who are committed to supporting students through the entire planning process

The commitment to ensure all stakeholders are aware of core beliefs, mission, and vision of the graduate

The student learning expectations of the vision of the graduate that are incorporated into the curriculum, daily instruction, and assessment by teachers in all departments

Commendation

Priority Area 2:

The formal common curriculum template has been implemented by the district and is actively used throughout academic departments

The teachers' active participation in collaboration to ensure they are meeting the expectations of the curriculum and work to create lessons to enhance teaching and learning

The use of learning targets communicate expectations of the lesson to students and provide attainable goals for students related to the curriculum

Commendation

Priority Area 3:

The collaboratively derived common and specific definition of student-centered learning

The commitment of the school to increase student choice in instruction, materials for learning, and assessment formats

The commitment to ongoing professional development for teachers related to student-centered learning and assessment strategies

Commendation

Additional:

The positive rapport between students and staff, ensuring that each student within the school has a connection to at least one staff member

The innovation by faculty members in using and implementing instructional technology in such a short amount of time and with fidelity

The implementation of Connections as an advisory model to promote and recognize positive student behavior and achievement

Commendation

Additional Recommendations

Recommendation

Formulate and execute a plan to further engrain the vision of the graduate throughout the school, including the assessment and monitoring of student progress toward this mastery-based approach

Recommendation

Ensure adequate professional development time and resources to support the implementation and refinement of student-centered learning and assessment strategies

Recommendation

Continue to revise curriculum across the academic departments to continually meet the needs of all learners as necessary

Recommendation

Ensure adequate professional development time and resources to support the continued implementation of instructional technology to deliver high-quality instruction to all learners

Recommendation

FOLLOW-UP RESPONSIBILITIES

This Initial/Decennial Accreditation Report of the Visiting Team reflects the findings of the school's Summary Report and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle.

To monitor the school's progress, the Commission requires that the principal submit a First Report of Progress and Planning and routine Three- and Six-Year Reports of Progress and Planning describing the school's progress implementing the Priority Areas as well as submitting an updated improvement/growth plan. The Commission may request additional Special Progress Reports if one or more of the Standards or Priority Areas for Growth are not being met in a satisfactory manner, if additional information is needed on matters relating to the school's alignment with the Standards for Accreditation, or substantive changes occur in the school.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impacts the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports on Progress and Planning and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need, hosted a Collaborative Conference, developed an improvement/growth plan, and completed a Summary Report. The time and effort dedicated to the Accreditation process, school improvement/growth, the Summary Report, and the preparation for the visit ensured a successful Initial/Decennial Accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Mr. Roberto Medic - Avon Public Schools

Assistant Chair: Jenae Beauchamp - RHAM High School

Team Members

Alexandrea Dudley - Wilby High School

Carolyn Gbunblee - Valley Regional High School

Cindy Ouillette - Tourtellotte Memorial High School

Ms. Karen Wainwright-Staton - Crosby High School